



## SCENARIO 16

### I AM YOUR NEW PRINCIPAL

#### STANDARD 5

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner:

*In Chapter 2, the major focus was the identification of characteristics of a school environment that promotes the success of all students. In Scenario 16, a principal new to a school uses a transitional approach that is counterproductive to acquiring those characteristics. Identifying an approach to use in making a transition into a new assignment in a manner that creates an effective learning environment should be beneficial to any leader. This scenario offers the reader an opportunity to witness the approach one principal used and to assess its implications and some possible outcomes.*

#### ISLLC Standards Indicators Exhibited in Scenario 16

##### Knowledge Indicators

The administrator has knowledge and understanding of:

- ▲ Effective communication
- ▲ Effective consensus-building and negotiation skills
- ▲ Applied motivational theories
- ▲ Adult learning and professional development models
- ▲ The change process for systems, organizations, and individuals
- ▲ School cultures
- ▲ Theories and models of organization and the principles of organizational development
- ▲ Organizational procedures at the school and district level
- ▲ Human resource management and development
- ▲ Legal issues impacting school operations
- ▲ Emerging issues and trends that potentially impact the school community
- ▲ The purpose of education and the role of leadership in modern society
- ▲ Various ethical frameworks and perspectives on ethics
- ▲ The values of the diverse school community
- ▲ Professional code of ethics
- ▲ Models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic context of schooling
- ▲ Global issues and forces affecting teaching and learning
- ▲ The importance of diversity and equity in a democratic society

##### Disposition Indicators

The administrator believes in, values, and is committed to:

- ▲ Continuous school improvement
- ▲ The inclusion of all members of the school community
- ▲ A willingness to continuously examine one's own assumptions, beliefs, and practices

- ▲ Professional development as an integral part of school improvement
- ▲ The benefit that diversity brings to the school community
- ▲ A safe and supportive learning environment
- ▲ Making management decisions to enhance learning and teaching
- ▲ Taking risks
- ▲ Trusting people and their judgment
- ▲ Accepting responsibility
- ▲ High-quality standards, expectations, and performances
- ▲ Involving stakeholders in management practices
- ▲ Involvement of families and other stakeholders in school decision-making processes
- ▲ The proposition that diversity enriches the school
- ▲ The idea of the common good
- ▲ Bringing ethical principles to the decision-making process
- ▲ Subordinating one's own principles to the good of the school community
- ▲ Accepting the consequences for upholding one's principles and actions
- ▲ Development of a caring school community
- ▲ Using the influence of one's office constructively and productively in the service of all students and their families
- ▲ Recognizing a variety of values and cultures

##### Performance Indicators

The administrator facilitates processes and engages in activities ensuring that:

- ▲ The vision is developed with and among stakeholders
- ▲ All individuals are treated with fairness, dignity, and respect
- ▲ Students and staff feel valued and important
- ▲ The responsibility and contributions of each individual are acknowledged
- ▲ Barriers to student learning are identified and addressed
- ▲ Diversity is considered in developing learning experiences
- ▲ The school is organized and aligned for success
- ▲ The school culture and climate are assessed on a regular basis
- ▲ A variety of sources of information is used to make decisions
- ▲ Pupil personnel programs are developed to meet the needs of students and their families
- ▲ There is a culture of high expectations for self, students, and staff performance
- ▲ Student and staff accomplishments are recognized and celebrated
- ▲ Operational procedures are designed and managed to maximize opportunities for successful learning
- ▲ Problems are confronted and resolved in a timely manner
- ▲ Financial, human, and material resources are aligned to the goals of schools
- ▲ Stakeholders are involved in decisions affecting schools
- ▲ Responsibility is shared to maximize ownership and accountability
- ▲ Effective conflict-resolution skills are used
- ▲ Effective group-process and consensus-building skills are used
- ▲ Human resources functions support the attainment of school goals
- ▲ Confidentiality and privacy of school records are maintained
- ▲ Credence is given to individuals and groups whose values and opinions may conflict



- ▲ Diversity is recognized and valued

#### The administrator

- ▲ Examines personal and professional values
- ▲ Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- ▲ Serves as a role model
- ▲ Accepts responsibility for school operations
- ▲ Considers the impact of one's administrative practices on others
- ▲ Treats people fairly, equitably, and with dignity and respect
- ▲ Protects the rights and confidentiality of students and staff
- ▲ Recognizes and respects the legitimate authority of others
- ▲ Fulfills legal and contractual obligations
- ▲ Applies laws and procedures fairly, wisely, and considerately

Lakeside Elementary School is a large inner-city school with the highest suspension rate in the district. Over 90 percent of the faculty has been in the building for 15 years or more. The current principal, Mr. Downey, is retiring after serving the district for 40 years, the last 6 at Lakeside Elementary as principal.

In a reorganization of the district's administrators, Principal Early was assigned to Lakeside Elementary School. The assignment was made in June to become effective in July. Principal Early, a veteran administrator with over 20 years' experience, knew Mr. Downey and had discussed various issues with him at district meetings over the years. Therefore, in the interest of a smooth transition, Mr. Downey invited her to the final staff meeting of the school year at Lakeside Elementary.

Principal Early attended the meeting wearing a suit and very high-heeled shoes. She walked toward the front of the group and began passing out papers to the faculty. On the paper was printed the Board of Education's policy regarding faculty appearance and dress, which she proceeded to read to the group. She explained her philosophy on dressing "professionally" and informed the faculty that some of them dressed inappropriately, and this would have to change.

She then passed out lists of expectations; one list contained what she expected from the faculty, and one contained what the faculty could expect from her. She informed the faculty that she had read the personnel files of all faculty members and knew all the "troublemakers" in the building. She also stated that she would be watching test scores, and if faculty members were not effective in their current placements, they would be transferred to another school. She further emphasized that teachers who had been in the same classroom for many years would be moved because they did not own their rooms.

After admonishing the faculty several times about current practices within the building and informing the faculty that it was not too late to apply for a transfer, she asked the faculty for questions, waited 15 seconds, and when there were none, she walked out of the room leaving a stunned and speechless group of teachers.

When the new school year began, Principal Early filled seven of nine open faculty positions with individuals from her former school. These included positions that were not posted for the entire faculty, a practice inconsistent with district policy. The new faculty members were given special treatment and were permitted privileges that continuing fac-

ulty members were not allowed. In one of her first faculty meetings as the new building administrator, Principal Early informed the "continuing faculty" that the "incoming faculty" members did not feel welcome in the building and that it was their fault. At the end of the first quarter, Principal Early wondered why there was conflict between the two groups and why the year had not gotten off to a smooth start.

#### REFLECTIVE THINKING AND SCENARIO ANALYSIS

1. In your judgment, what was the substance of the initial conflict at Lakeside?
2. In the scenario, can you cite instances where members of the faculty would be justified in feeling a sense of deprivation?
3. In the scenario, what information, implied or stated, could you use to justify the disposition of Principal Early?
4. Reflecting on the indicators of the ISLLC Standards, what justification might be offered to support Principal Early's decision to fill the vacant positions with teachers from her former school?
5. Cite three of Principal Early's actions that directly contributed to the conflict that existed at Lakeside after the beginning of the school year. Justify your selection with indicators from the ISLLC Standards.
6. What influence, if any, might the past stability of the faculty and the climate of the school have on the nature of the current conflict?